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ABSTRACT

This study focuses on library programs and services geared towards infants and toddlers, ages birth to three years old. The population chosen for this descriptive survey was Ohio's public libraries. Sampling from among the institutions was accomplished using a stratified disproportionate technique, with the libraries grouped into strata by size: small, medium and large. The data collection instrument was a questionnaire mailed to the libraries' directors or children's librarians. The resulting data was then examined to determine the number of libraries providing programs or services and the level and sources of funding for these programs and/or services. These categories of data were also compared between the different sized libraries to determine if a potential relationship exists between the size of the institution and its extent and types of programs and services being provided to its infant and toddler patrons and their parents. The majority of Ohio's libraries were found to have some kind of programming for infants and toddlers. The toddler group dominates in the area of programming, as do the larger main libraries. In the area of staffing, the larger libraries tend to provide more children's librarians than their smaller counterparts. Staff hours spent on planning for programming for infants and toddler varied greatly; the small and medium-sized libraries appeared to have the largest ranges in hours spent per year in planning. In terms of funding, the majority of Ohio's public libraries rely mainly on state provisions. The questionnaire is included at the end of the document. (Contains 23 references.) (Author/AEF)

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ED 389 342

TODDLER TIME: A SURVEY OF OHIO'S PUBLIC LIBRARIES

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Josephine Anna Kennedy

December, 1994

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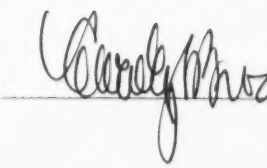
Adviser  Date 11/21/94

TODDLER TIME: A SURVEY OF PROGRAMS AND SERVICES FOR INFANTS AND TODDLERS IN OHIO'S PUBLIC LIBRARIES

Abstract

Many child care professionals and educators agree that an early introduction to books and libraries fosters a child's language development and appreciation for literature. Public libraries have answered this need through their providing of programs and services for young children. A few studies have surveyed the extent of these services and programs, but have focused on the preschool-aged child of approximately three to five years of age. This study attempts to fill the gap of research of children before age three by focusing on programs and services geared towards infants and toddlers, ages birth to three years old.

The population chosen for this descriptive survey was Ohio's public libraries. Sampling from among the institutions was accomplished using a stratified disproportionate technique, with the libraries grouped into strata by size; small, medium and large. The data collection instrument was a questionnaire mailed to the libraries' directors or children's librarians. The resulting data was then examined to determine the number of libraries providing programs or services and the level and sources of funding for these programs and/or services. These categories of data were also compared between the different sized libraries to determine if a potential relationship exists between the size of the institution, and its extent and types of programs and services being provided to its infant and toddler patrons and their parents.

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PREFACE AND ACKNOWLEDGMENTS

This paper is meant to fulfill two main purposes. The first is to provide a requirement for graduating from Kent State University. The second is to help in future planning at my place of work. The Children's Department where I work is considering providing programs for infants or toddlers. This research allows me to see who else is doing these kinds of programs, the extent of them, and the nature of them. With this information in hand, it will be easier to justify changes in scheduling, etc., within my department if the decision is made to provide these types of programs and services in the future.

In doing this research paper, I owe a debt of gratitude to numerous people. Number one, my co-workers at the Wright Memorial Public Library who have provided me with support, encouragement and ideas. To my friends and family, especially to my boyfriend who has stood by while I have worked so long and hard, and not minded being put aside at times. And finally, to the professors at Kent State University's School of Library and Information Science in both Columbus and in Kent who have provided me with an opportunity to grow academically.

CHAPTER I INTRODUCTION

In a society full of a growing number of stresses and strains, it is very commonly agreed that the children are our future in the world. It would be easy to observe, then, that anything that could encourage children to develop good reading habits early on would benefit society as a whole. This is where programming to benefit young children in public libraries and at other institutions comes in. Young children are public libraries' future patrons, and so it has been proven that it is to the libraries' best advantage to encourage participation in library programming at a young age. (1)

The use of programming geared towards the youngest age group, that of infants and toddlers, becomes a vital one for the future of the public library. This importance contributes to the need for study among this age group in a public library setting. No one disputes the value of programs and services for young children, but the problem is in finding who is reaching this audience, and to what extent.

Public libraries are among the most easily impacted institutions when it comes to the push for early literacy among infants and toddlers since these children are too young for most other educational endeavors. (2) But what age group are these infants and toddlers? For the purposes of this study, they have been identified as children from ages birth to three years of age.

It was the intention of this graduate student/researcher to study the programs and services offered to this particular age group within her resident state of Ohio. The primary purpose of this study has been to collect data on which public libraries offer these children programming and services, the types of programs and services, who was in charge of providing the programming and services, and at what level of funding, as well as its source, that these activities were encouraged.

CHAPTER II LITERATURE REVIEW

The literature on public library programs and services for infants and toddlers is dominated by articles dealing with exemplary programs around the country. But no one, that the graduate student/researcher has identified as yet, has attempted any descriptive type of research study in this area. Two research projects were discovered by Protiva and Bergin that did address the types of programs and services as a whole, but they both are focused on preschoolers, ages two to five years, rather than on infants and toddlers, ages birth to three years. Carlson and Greene did address infants and toddlers specifically, but not from the broader perspective of any programs and services available to these age groups.

Many articles within the literature address the need for encouraging early literacy development in young children, including infants and toddlers. Cullinan (3) addresses this important aspect of a child's early development from a more scholarly point of view than most, presenting the result of a project geared towards educating librarians in the use of early childhood education practices within the library setting. Cummins (4) touches upon the importance of libraries in literacy encouragement, although she does so from a more general perspective of non-school-aged children, and from the point of view of library trustees rather than librarians. Cummins (5) also writes again in another article of the importance of librarians and libraries with young children, but this is an opinion piece in response to claims there is no need for children's specialists, rather than a mere statement of the role librarians play in general.

Dunn (6) and Dzama (7) both refer to the role of parents in developing literacy in children, but both do mention libraries as key sources of materials and programming. Perkinson (8) also refers to parents as potential sources of encouragement in the use of libraries, and does mention how infants and toddlers can be involved. All three of these general works also look at children as a whole, as well, but do separately address infants and toddlers within the documents. Naylor (9) and Wronka (10) both discuss children's services as a whole, but touch upon services to young children (including infants and toddlers) within the library setting briefly.

A second overall trend in the literature related to programs and services for young children is in a number of descriptive research types of studies devoted to depicting various programs already in existence. Towey (11) deals specifically with a program for infants, designed to further Head Start projects dealing with underprivileged children. A group of articles by Campagna (12), Dennis (13), Elbert (14) and Heitman (15) all describe programs geared towards toddlers in various public library settings. Jeffrey (15) and Locke (16) deal with a broader range of programs and services, covering both infants and toddlers in their approaches. As a general rule, as well, the literature overwhelmingly favors the use of programs and services to benefit these two age groups, and the articles give ideas as to how these libraries have begun activities to further literacy development in these children.

Survey research in the area of young children is very limited. Bergin (18) describes programming in the state of Texas, but hers is from the outlook of preschoolers rather than infants and toddlers. She also does not relate library size to the extent of services provided, an aspect of interest to this graduate student's present proposed study. Protiva (19) also looks at programs for preschoolers, although it is in relation to various librarians' responses to an article about Project LEAP, described by Rome (20), rather than a random sampling of programming in general. This makes it a more descriptive type of survey, limited to the extent of responses received by Protiva, rather than a true representation of libraries nationwide. The graduate student who is proposing this new study has pulled ideas from these two previous researchers' main points and examples, however, and applied them to programming for infants and toddlers to develop the proposed study. Carlson (21) and Greene (22) both address the needs of the audience of infants and toddlers within a descriptive survey approach, as well. Carlson refers to librarians' overall practices however, rather than programming and services as a whole, compared to Greene who depicts several models of library centers.

CHAPTER III METHODOLOGY

This research study is descriptive in nature, employing a questionnaire in order to collect pertinent data from public libraries. The population studied was that of the 250 public libraries in Ohio, as defined by the American Library Directory, 1993-94 (23) and the 1993 Directory of Ohio Libraries (24). This particular population was chosen for practicality purposes since the graduate student/researcher's place of employment and residence are within that state, and because of cost limitations accrued in a large mailing to various states.

Sampling from among the population was originally going to be random, using a disproportionate stratified sampling technique. But the relatively high percentage of libraries needed to produce sufficient results prompted the researcher to instead send questionnaires to all of the libraries in the population instead. With the small sizes of some of the strata involved, it would only take a few more questionnaires in some cases to have reached the entire strata. (Originally, all of those libraries in the medium and large categories were to be surveyed since their size was so small, with 132 of the remaining 199 small libraries being randomly sampled. This number of 132 was derived from a sample size table included in the research methods text by Powell (25). It seemed, after reflection by the researcher, that it would increase the numbers of surveys being returned if all of the population of 250 was surveyed.) The strata parameters were based on figures from the Protiva study mentioned in the previous Literature Review chapter, with some modifications for the overall smaller sizes of the libraries being surveyed in Ohio (26). The strata were then defined by the number of the population served by the library, as stated in the American Library Directory's figures. The strata were defined as; small libraries serving a population of 50,000 and under (199 total in strata,) medium libraries serving a population between 50,001 and 100,00 individuals (29 total in strata,) and large libraries serving over 100,001 individuals (22 total in strata.) Each strata included individual libraries as well as library systems.

Data collection was achieved via a simple questionnaire mailed to the attention of the children's librarian or library director of the library being sampled (sample questionnaire

included in the appendices.) The questionnaire addressed four main areas; library demographics (such as population, etc.,) amount of programs and services provided for the infant and toddler age group specifically, as well the types of these programs being provided, personnel in charge of the programs (qualifications, background, etc.,) and library funding, including its level and source. The questionnaire was developed by the graduate student/researcher based on the surveys used by Bergin and Protiva in their research. Reliability and validity of the instrument were determined via consultation with fellow professionals in the area of children's services and a research advisor.

The questionnaire was mailed out to the selected libraries along with a cover letter explaining its nature (see cover letter example in the appendices.) It was up to the librarian or director to fill out and return the survey in the enclosed self-addressed and stamped envelope by the deadline, and the graduate student/researcher had no control over whether the library chose to participate. Confidentiality was assured via the use of return envelopes with no identifying marks except for a code known only to the researcher. This code identified the strata and number within the strata of the library, and was only for determining who had or had not responded to the survey.

Data from the surveys was tabulated only by the student/researcher in order to insure confidentiality for the library. Tables have been generated for the research report to graphically depict the survey results. These tables and any needed statistical analysis were performed using the computer program "Microsoft Works"'s spreadsheet module, and an IBM-compatible 486 DX2/50 microcomputer system owned by the graduate student/researcher.

CHAPTER IV DATA ANALYSIS

Data for this study was obtained using a questionnaire mailed out to all of Ohio's public libraries. Whenever a branch library existed, an extra survey was sent with the directions stating that it was to be filled out by a branch librarian. Because of their being branch and main libraries within the study, statistics were kept for both types separately, in addition to the breakdown of the libraries into the strata of small, medium and large by the size of the population being served. The questionnaire itself contained ten different questions addressing services, programs and personnel for infants and toddlers. (An eleventh question also asked for any comments or questions from the library, but this was not scored.) Each question was scored individually by the researcher, and the results were tabulated by hand.

The return rate for the surveys themselves was quite good, with over half of the libraries responding to the questionnaire. This statistic, however, held only for the main libraries, with branch libraries returning their surveys at much lower rates. It is impossible for the researcher to speculate as to why the branches responded less to the surveys, if only to surmise that it had to do with a shortage of staff to fill out the forms? Table 1 illustrates the numbers of libraries responding to the survey by their various strata.

Table 1
Percentage of Libraries Responding by Strata

Large		**Medium**		**Small**	
Main	Branch	Main	Branch	Main	Branch
68.20%	45.50%	72.40%	52.40%	63.30%	37.80%

Question #1 asked for the library to identify its size by population being served. They were asked to simply place a check mark by the choice of either small (50,000 or less,) medium (50,001-100,00,) or large (100,001 and up.) The data being reported here is for the main library's response rather than a branch's, if one existed. The results here reflect the percentages as expressed by the libraries themselves ("Actual" in Table 2 below) as well as the percentages as calculated by the researcher based on population data given in the American Library Directory.

Overall, the figures did come close, with the biggest difference reflected in the 7% difference of those considering themselves to be medium-sized libraries. Table 2 shows the results for Question #1 below.

Table 2
Question # 1 Results (Size of Library)

Large		**Medium**		**Small**	
Actual	Calculated	Actual	Calculated	Actual	Calculated
6.60%	8.80%	18.60%	11.60%	74.80%	79.60%

Question #2 was designed to define who would be a part of the study from that point on. This question asked the library whether they provided any programs or services for infants and/or toddlers. If they answered no, they were directed to the end of the survey for their comments. If they answered yes, they could then proceed on to the rest of the questions. The statistics reflect activities at the main libraries as well as the branch libraries. The yes and no splits between branch libraries were fairly even, except for the strata of large libraries, where almost all the branches reported having programs or services. The numbers of those offering programs also drops significantly between the medium and small library strata, with a nearly 20% drop between the two, with there being a fairly small difference between large and medium-sized libraries. These results are reflected in Table 3.

Table 3
Question # 2 Results (Libraries Providing Programs by Strata)

	Large		**Medium**		**Small**	
	Main	Branch	Main	Branch	Main	Branch
Yes	93.30%	90.00%	90.50%	54.50%	68.30%	47.10%
No	6.70%	10.00%	9.50%	45.50%	31.70%	52.90%

Question #3 asked for the participating library to circle yes or no for the kinds of programs/services that they provided for infants or toddlers, or both. Once again, the trend was for the percentages to be lower for the branches versus the main libraries, and for the numbers to lower as you progressed from the large, to medium to the small-sized libraries. Percentages

were calculated based on the number of those responding to the question ("Actual" within the table) as well as from the number responding divided into the number of total responses (those who said no and yes to Question #2, shown as "Total" within the table.) These two sets of figures were calculated to reflect the difference between those responding to the question and the population at large.

There is also a significant difference between the numbers of programs being offered for infants as opposed to toddlers, with toddlers having the majority of programs and services. Story Time and a Summer Reading Club were among the most frequent types of program offered, with Parent/Child Cooperative Activities besides a Story Time and Educational Toy Lending being among the least offered services. Table 4 reflects the results to Question #3, with the following types of programs being depicted: Story Time ("Story" in table,) Community Outreach Services ("COS",) Educational Toy Lending ("Toys",) Parent/Child Cooperative Activity ("P/C",) Special Presentations for Parents ("Spec.P",) and Summer or Other Reading Club (SRC.) There was also an "other" category, where programs could be described that did not fit within the other program types. The responses written in included: Project LEAP which provides story kits to daycare centers and preschools, a HeadStart/Childcare Program at a local Career Center, distributing special booklets to hospitals for parents of newborns outlining the benefits of reading to young children and using libraries, and various special collections of toddler "board" books and other parenting materials.

Table 4

Question # 3 Results (Programs for Infants And Toddlers by Strata)

Large	Main-Total	Main-Actual	Branch-Total	Branch-Actual
Story-Infants	60.00%	64.30%	40.00%	44.40%
Story-Toddlers	93.30%	100.00%	90.00%	100.00%
COS-Infants	40.00%	42.90%	20.00%	22.20%
COS-Toddlers	86.70%	92.90%	80.00%	88.90%
Toys-Infants	20.00%	21.40%	10.00%	11.10%
Toys-Toddlers	20.00%	21.40%	20.00%	22.20%
P/C-Infants	13.30%	14.30%	20.00%	22.20%
P/C-Toddlers	26.70%	28.60%	60.00%	66.70%
Spec.P-Infants	40.00%	42.90%	50.00%	55.60%
Spec.P-Toddlers	66.70%	71.40%	30.00%	33.30%
SRC-Infants	53.30%	57.10%	50.00%	55.60%
SRC-Toddlers	86.70%	92.90%	80.00%	88.90%

Medium	Main-Total	Main-Actual	Branch-Total	Branch-Actual
Story-Infants	33.30%	36.80%	18.20%	33.30%
Story-Toddlers	76.20%	84.20%	45.50%	83.30%
COS-Infants	38.10%	42.10%	18.20%	33.30%
COS-Toddlers	76.20%	84.20%	45.50%	83.30%
Toys-Infants	14.30%	15.80%	9.10%	16.70%
Toys-Toddlers	19.00%	21.10%	18.20%	33.30%
P/C-Infants	14.30%	15.80%	9.10%	16.70%
P/C-Toddlers	38.10%	42.10%	18.20%	33.30%
Spec.P-Infants	19.00%	21.10%	9.10%	16.70%
Spec.P-Toddlers	28.60%	31.60%	18.20%	33.30%
SRC-Infants	38.10%	42.10%	27.30%	50.00%
SRC-Toddlers	52.40%	57.90%	27.30%	50.00%

Small	Main-Total	Main-Actual	Branch-Total	Branch-Actual
Story-Infants	15.10%	22.10%	17.60%	37.50%
Story-Toddlers	63.50%	90.00%	47.70%	100.00%
COS-Infants	12.70%	18.60%	5.90%	12.50%
COS-Toddlers	27.80%	40.70%	11.80%	25.00%
Toys-Infants	10.30%	15.10%	0%	0%
Toys-Toddlers	14.30%	20.90%	0%	0%
P/C-Infants	7.10%	10.50%	5.90%	12.50%
P/C-Toddlers	19.80%	29.10%	11.80%	25.00%
Spec.P-Infants	10.30%	15.10%	5.90%	12.50%
Spec.P-Toddlers	14.30%	20.90%	5.90%	12.50%
SRC-Infants	15.90%	23.30%	11.80%	25.00%
SRC-Toddlers	44.40%	65.10%	41.20%	87.50%

Question #4 asked the librarian to describe the programs and services provided to infants and toddlers. An option was also that they could send copies of brochures, flyers, etc. illustrating their services with the library's name blacked out. Several libraries did send the researcher such information. A total of 20 libraries sent flyers and brochures. Among those that did describe their programs (not all of the libraries responded to this question, many left it blank,) there were several trends and comments of interest.

Almost all of the libraries required advance registration for story times, and all of them had a limit to the number of attendees. Some held them year round, while most of them held them for a certain number of weeks in a session, with two or three sessions in a year. They would last from 20-30 minutes, and were held with the child and caregiver on a one-to-one basis. A variety of activities occurred during these times, including short stories, fingerplays, songs, puppets, flannelboards, and sometimes a simple craft.

Some libraries would lend out sets of educational toys appropriate to the infant and toddler developmental levels, and many commented on the special outreach services they had, or on the programs they would occasionally provide on request for parent groups. Many commented on special collections for toddlers, as well as including them and infants in summer reading clubs as a "read to me" program. Other libraries commented on the special presentations and materials they have given out at hospitals to promote reading to children early on in life.

Question #5 addressed the issue of whether the library had a separate children's librarian, or other librarian, who was responsible for infant and toddler programming. As with other questions, there was a tendency for the large library systems to have the most children's librarians, while the small libraries had the least. Even though they had the fewest number of separate children's librarians, the small libraries still had a pretty high percentage of 88.4% reporting that there was a person in charge of children's services specifically. The branch libraries also had fewer separate librarians than did their main library counterparts. Table 5 illustrates these trends.

Table 5
Question # 5 Results (Libraries With Children's Librarian by Strata)

Large

	Main	Branch
Yes	100.00%	77.80%
No	0%	22.20%
No Response	0%	0%

Medium

	Main	Branch
Yes	94.70%	66.70%
No	0%	33.30%
No Response	5.30%	0%

Small

	Main	Branch
Yes	88.40%	62.50%
No	10.50%	25.00%
No Response	1.10%	12.50%

Question #6 dealt with the educational background of the person in charge of children's programming for infants and toddlers. A variety of degrees were listed, including the provision of no degree whatsoever, or a non-Bachelors or Masters type of degree. Not surprisingly, the Master's in Library Science (MLS) was the degree in the majority, along with the Bachelor of Science in Education degree. Some respondents even put down more than one degree, and so the percentages did not always come out evenly. Of the three strata of libraries, the small libraries seemed to have the most variety in educational background, with it more likely to not be an MLS than it would be at the large and medium-sized libraries. The branches, as well, were slightly less likely to be staffed by someone not holding an MLS, as well, compared to their main library counterparts. Table 6 depicts these trends in educational backgrounds among children's librarians on the following page.

Table 6
Question # 6 Results (Educational Background of Those Providing Programs)

Large

	Main	Branch
MLS	78.60%	66.70%
BS in Ed.	50.00%	11.10%
Other Bachelors	7.10%	22.20%
Other Masters	0%	0%
Other/None	0%	11.10%
No Response	0%	11.10%

Medium

	Main	Branch
MLS	73.70%	33.30%
BS in Ed.	21.10%	33.30%
Other Bachelors	36.80%	33.30%
Other Masters	5.30%	33.30%
Other/None	15.80%	0%
No Response	5.30%	16.70%

Small

	Main	Branch
MLS	29.10%	25.00%
BS in Ed.	31.40%	12.50%
Other Bachelors	16.30%	0%
Other Masters	4.70%	12.50%
Other/None	32.60%	50.00%
No Response	1.20%	12.50%

Question #7 dealt with library funding, and asked for the respondent to approximate the amount of the library's budget allocated to infant and toddler programs and services. The response to this question in particular was very sporadic, with many responding that they could not estimate a percentage, or simply leaving the item blank. 78.6% of the large main libraries did not provide a figure, with 66.7% of the branches doing the same. Among the medium-sized libraries, the reporting rate was a little better, with 57.9% main libraries not providing an estimate, along with 83.3% of the branches. Within the small main libraries, 69.8% did not give a figure, and 75.0% of their branches did not.

Among the few who did provide an estimate, the percentages were pretty low, but that isn't surprising considering the number of things that a library's budget must cover. Among the large main libraries, they reported it as being 2% and under, with as little as less than 1%. Large branch libraries reported using 5% or less of their budgets for infant and toddler programs and services. Within the medium-sized libraries, the main libraries reported having a budget amount of 5% and under, with the lowest being less than 1%, and one branch library estimating a figure of less than 5%. Small branch libraries reported in at 1% and less than 1%, with the main libraries ranging from 5% or less down to less than 1%.

Question #8 dealt with staffing, and how much time was spent on planning infant and toddler programming per year. The researcher asked for an estimate in hours per year, and oftentimes got no response at all, or a figure for a week, which then needed to be multiplied out to arrive a the desired statistic. Many of the libraries did not respond to this question, as well, with over half of those completing the survey not responding to this particular question.

The ranges of hours spent in planning were quite expansive within the various strata. Within the large libraries, the main libraries reported a range from 8 to 300 hours per year, with the branch libraries reporting a range from 12 to 520 hours. Medium-sized libraries reported a range of 12 to 1,000 hours in the main libraries, and from 20 to 450 hours per year in the branches. In the small libraries, a range of from 10 to 1,000 hours was reported by the main libraries, with a range of 48 to 250 hours per year in the branches providing a figure. It is interesting to see that the ranges differ more within the small and medium libraries than within the large systems, but it is difficult to speculate as to why this trend has occurred within the data.

Question #9 asked whether the library received any type of additional funding from outside sources for infant and toddler programming. This was designed to see if any libraries utilized funds outside of their main budget provided by the state of Ohio. On the whole, most of the libraries responding to this question did not receive additional funds for infant and toddler programming or services. Table 7 provides an illustration of the numbers of libraries receiving additional funding on the next page.

Table 7
Question # 9 Results (Libraries with/without Additional Funding)

Large		
	Main	**Branch**
Yes	14.30%	33.30%
No	85.70%	66.70%
No Response	0%	0%
Medium		
	Main	**Branch**
Yes	26.30%	50.00%
No	68.40%	50.00%
No Response	5.30%	0%
Small		
	Main	**Branch**
Yes	22.10%	25.00%
No	74.40%	62.50%
No Response	3.50%	12.50%

The final question, Question #10, was only to be answered by those responding yes to Question #9. This question was designed to see what types of sources the additional funding for library programs came from. Overall, the most significant source of outside funding was that of Friends of the Library groups, with most of the libraries reporting this as a source. Main large libraries reported that the Friends group and a local company's educational division donation were their chief sources of additional funding for infant and toddler programs, the branches added a Preschool PTA and a materials grant to their funds. Among the medium-sized libraries, Friends groups were a vital source, as well as a service and community group at the main libraries, with a the branches reporting that the Friends and a community group provided them with funding. In the small libraries, the main libraries depended on their Friends groups, as well as grants from private foundations, individual donations and local businesses and community groups. Within the small branch libraries, an LSCA grant, as well as local business donations provided them with extra funding for their infant and toddler programming.

CHAPTER V SUMMARY AND CONCLUSIONS

Ohio's public libraries provide a variety of programs and services for the infants and toddlers of the state. From those responding to the questionnaire, it can be seen that a good majority of Ohio's public libraries do provide some kind of programming for infants and toddlers. The toddler group does dominate in the area of programming, as do the larger main libraries with a great number of them providing programs and services. The smaller libraries provide less programming, but apparently spend more staff hours planning them than do the large libraries.

In the area of staffing, the larger libraries tend to provide more children's librarians than do their medium and small-sized counterparts, but the medium libraries do have almost as many as the large do. The MLS degree dominates among those who are children's librarians, as well as does the Bachelor of Science in Education, reflecting the background that working with children and library materials would seem to tend to require. The small libraries also seem to have a broader range of degrees, as well, perhaps reflecting the lack of those with an MLS within a small town library environment, and the need for a small number of staff.

Staff hours spent on planning for programming for infants and toddlers varied greatly among the different strata of libraries. The small and medium-sized libraries appeared to have the largest ranges, with the large libraries having smaller ranges in hours spent per year in planning. In the area of funding, it would seem that the majority of Ohio's public libraries get theirs from what the state provides them, looking to no other sources. Among those who do receive additional funding, Friends of the Library groups dominate, as well as community groups, indicating strong ties between a community and its library.

ENDNOTES

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(2) Cullinan, Bernice E., Ellin Greene and Angela M. Jaggar, "Books, Babies and Libraries: The Librarian's Role in Literacy Development," Language Arts 67 (November 1990): 753.

(3) Ibid., 750-55.

(4) Cummins (1987), 252-4.

(5) _____, "The Missing Link," School Library Journal 35 (October 1989): 33-4.

(6) Dunn, Christina, ed., A Head Start at the Library ("Check This Out" Series.) Washington, D. C.: Office of Libraries and Learning Technologies, 1989, ERIC, ED 317 210.

(7) Dzama, Mary Ann and Robert L. Gilstrap, Providing Books for Young Children: The Role of Parents, Paper Presented at the Annual Meeting of the Association for Childhood Education International, Omaha, Nebraska, 30 April-3 May, 1987, ERIC, ED 287 604.

(8) Naylor, Alice Phoebe, "Reaching All Children: A Public Library Dilemna," Library Trends 35 (Winter 1987): 364-387.

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(10) Wronka, Gretchen, "Children's Services: Perspectives," In Libraries and Information Services Today, 84-9, Chicago: American Library Association, 1991.

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(14) Elbert, Carol, "Toddler/Parent Story Time: Positive Beginnings," Illinois Libraries 67 (January 1985): 69-70.

(15) Heitman, Lynn, "Toddlers Like Story Time Too," Illinois Libraries 67 (January 1985): 71-2.

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(19) Protiva, Timothy J., "A Study of Outreach Services to Preschool Children and Their Care Givers," Master's Research Paper, Kent State University, 1991.

(20) Rome, Linda, "Outreach for Preschoolers: Project LEAP," Wilson Library Bulletin 64 (October 1989): 39-41.

(21) Carlson, Ann D., Early Childhood Literature Sharing Programs: Public Librarians' Practices and Attitudes, Paper Presented at the "YASD/ALSC Research Forum" at the Annual Conference of the American Library Association, Dallas, Texas, 25 June, 1984, ERIC, ED 244 632.

(22) Greene, Ellin, "Early Childhood Centers: Three Models," School Library Journal 30 (February 1984): 21-7.

(23) American Library Directory, 1993-94, 1993, Providence, New Jersey: R. R. Bowker: 1465-1541.

(24) 1993 Directory of Ohio Libraries, 1993, Columbus, Ohio: State Library of Ohio: 11-41.

(25) Powell, Ronald R., Basic Research Methods for Librarians, 2nd ed., 1991, Norwood, New Jersey: Ablex Publishing Corporation: 75.

(26) Protiva, 17.

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School of Library and Information Science
(216) 672-2782
Fax 216-672-7965

Kent STATE UNIVERSITY
P. O. Box 5190, Kent, Ohio 44242-0001

Re: "Toddler Time - A Survey of Programs and Services for Infants and Toddlers in Ohio's Public Libraries"

August 15, 1994

Dear Children's Librarian or Library Director:

I am an Assistant Children's Librarian in a small public library, and I am interested in beginning a program geared towards infants and toddlers. I am also a graduate student in the School of Library and Information Science at Kent State University. As part of the requirements for my master's degree program, and to assist in future planning at my workplace, I am conducting a survey of existing programs and services for infants and toddlers. The enclosed questionnaire asks for information to further research in this area, and to benefit future planning in all of Ohio's public libraries.

Confidentiality and anonymity are guaranteed, as you will not be obligated to sign your name or otherwise identify yourself. Only the researcher has access to the data of those being surveyed, and an identifier code is used on the questionnaire itself for determining those who have responded to the survey only. There is no penalty of any kind for choosing not to participate in this study, or for withdrawing at any time. While your help is essential to the success of this study, it is purely voluntary. A copy of the results of the project will be available upon request, as well.

If you have any further questions, please contact me at (513) 258-2153 (home phone,) or (513) 294-7171 (work phone,) or Dr. Carolyn Brodie, my research advisor, at (216) 672-2782. If you have any further questions regarding research at Kent State University you may contact Dr. Eugene Wenninger, Office of Research and Sponsored Programs, at (216) 672-2851.

Thank you very much for your cooperation. Please make sure to return the questionnaire in the enclosed self-addressed and stamped envelope to me by September 6, 1994 at the address below:

Josephine Kennedy
2454 Wyoming Street, Apt. #A
Dayton, Ohio 45410-2939

Sincerely,
Josephine Kennedy
Josephine Kennedy
Assistant Children's Librarian and Graduate Student

"Toddler Time - A Survey of Programs and Services for Infants and Toddlers in Ohio's Public Libraries"
Questionnaire

Directions:

This questionnaire is designed to measure what programs and services geared towards infants and toddlers are currently in use in Ohio's public libraries. Please answer each question as accurately as possible. Follow the directions carefully, and clearly mark your answers where indicated. Thank you, again, for your cooperation.

(Special Note: An extra copy of this questionnaire has been included for library systems that have more than one branch. Please have copy #1 filled out by the main library, and copy #2 filled out by a/the branch library. Thank you!)

General Information:

1. What size of library/library system do you consider yourself to be?

Check One: _____ Small (serve a population of 50,000 or less)
_____ Medium (serve a population of 50,001 - 100,000)
_____ Large (serve a population of 100,001 and up)

2. Does your library/library system provide any types of special programs or services geared specifically towards infants and toddlers (children from birth to three years of age)?

Check One: _____ Yes
_____ No

(If your answer is yes, then please go on to Question #3. --->)
(If your answer is no, please go on to Question #10. --->)

Programs and Services for Infants and Toddlers:

3. Please circle "yes" or "no" for the programs/services your library/library system provides to either infants (birth to two years,) or toddlers (two to three years,) or both:

	Infants		Toddlers	
Story Time	Y	N	Y	N
Community Outreach Services	Y	N	Y	N
Educational Toy Lending	Y	N	Y	N
Parent/Child Cooperative Activity (besides Story Time, e.g. craft time, etc.)	Y	N	Y	N
Parenting Workshops/Special Presentations for Parents	Y	N	Y	N
Summer/Other Reading Club	Y	N	Y	N
Other (_____)	Y	N	Y	N

OVER--->

4. Please provide a short description of the activities you have circled on the previous page. Please indicate average attendance at the program(s), its success, etc. (You may also include copies of brochures, etc., with the library's name blacked out, if you wish.)

_____

_____

_____

_____

_____

_____

Personnel:

5. Is there a separate person in charge of your library/library system's programming for children (including infants and toddlers)?

Check One: _____ Yes

_____ No (no separate children's librarian, only general library director or other person in charge of general public services)

6. What educational background does the person in charge of children's programming possess?

Check Any That Apply:

_____ Master's in Library Science

_____ Bachelor's in Education/Child Development

_____ Bachelor's Degree Other Than Education
(Please specify: _____)

_____ Master's Degree Other Than Library Science
(Please specify: _____)

_____ Degree Other Than Bachelor's or Master's
(Please specify: _____)

_____ No Degree

Funding:

7. What is the approximate percentage of your library/library system's budget allocated to infant and toddler programs and services? _____

8. What is the approximate number of staff hours spent on planning infant and toddler programming and services for a typical year? _____

9. Do you receive any special additional funding from outside sources for your infant and toddler programming and services? Circle One: Y N

(If Yes, continue with Question #10, if No, skip to Question #11--->)

(Questions #10 and #11 are contained on the next page --->)

10. What is/are the source(s) of any additional funding you receive? (Please indicate generic group(s) such as hospital, financial institution, community group, etc., you do not need to give a specific name.)

11. Do you have any additional comments? Please use the space below for your thoughts and ideas:

Thank you for completing this questionnaire. Please remember to return it in the self-addressed and stamped envelope by September 6, 1994 to the following address:

Josephine Kennedy
2454 Wyoming Street, Apt. #A
Dayton, Ohio
45410-2939